DOCUMENT RESUME

ED 406 832 FL 024 485

AUTHOR	Tamada, Yutaka
TITLE	How Should We Teach Japanese Learners the Present Perfect?
PUB DATE	21 Jan 97
NOTE	21p.
PUB TYPE	Opinion Papers (120) -- Reports - Evaluative (142)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Classroom Techniques; Concept Formation; Educational Strategies; *English (Second Language); Foreign Countries; High School Students; High Schools; *Language Patterns; Learning Processes; Second Language Instruction; Second Language Learning; *Tenses (Grammar); *Verbs
IDENTIFIERS	*Aspect (Verbs); Japanese People; *Present Perfect Tense

ABSTRACT

The teaching of English present perfect tense to Japanese learners of English as a second language at the high school level is discussed, focusing on how this is currently done and how it could be done better. It is suggested that the greatest problem encountered by Japanese learners of English is aspect, and that students must dissect their own native grammar to understand the English present perfect tense. Generally, Japanese learners of English are taught the present perfect in their third year of study, in junior high school, at which point all tenses learned previously corresponded roughly to tenses in Japanese, and addition of aspect is confusing. Traditionally, the present perfect tense is simplified to make learning easier. As a result, it often must be re-taught in high school. It is argued here that a communicative approach to grammar teaching, focusing more on production in context, would be more effective. An approach to designing classroom language-learning tasks that emphasize active language use and provide motivation for it is outlined. These elements of tasks are discussed: topic; visual aids; complexity (both code and cognitive); and activeness. A method for preparing a lesson plan is also described. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 406 832

How should we teach Japanese learners the Present Perfect?

Yutaka Tamada
Nagoya international school of business

INTRODUCTION

I have taught English grammar for six years in Japanese high school. At that time, I have heard from many students that they did not like English, especially English grammar. It sometimes happened that many students did not understand the basic grammar that they should have learnt in junior-high school. Hence, I sometimes had to teach the basic grammar to the students again in high school. When I asked some students about why they did not like English grammar, one of the main reasons were that they did not understand the Present Perfect and they got confused. It seems true that the Present Perfect is the most difficult English Grammar for Japanese junior-high school students.

In this essay, I will consider the two "how"s. The first section will briefly describe the Present Perfect. The second section will discuss how Japanese teachers have traditionally taught the Present Perfect. This section will also present the description of the Present Perfect and some problems for learners. The third section will consider how the Present Perfect should be taught. In this section, I will confine the context to the Japanese high school intermediate level students, and present some teaching methods. The fourth section will point out some problems to do the group work. The fifth section will present a lesson plan for the learners. The final section will summarise the previous discussion.

WHAT IS THE PRESENT PERFECT?

FORM

From the point of view of the form, it does not seem so complex: Subject + have (has) + Past Participle. However, even in this simple sentence structure, there are two problems for Japanese high school learners; a) "have" as an auxiliary verb b) the form of past participle.

a) "have" as an auxiliary verb

All learners have already learnt the "have" as a verb of possession, and they can understand its meaning and form, and most of them can use it correctly as the verb of possession. However, when teachers teach them the Present Perfect, it is important to teach them that "have" is used as an auxiliary verb, because they have not learnt this yet. At the same time, it is also important for them to learn the difference between these two from in the declarative, negative, and, interrogative form comparing each other. For example;

Declarative form.

{ Smith has arrived at Lancaster.
Smith has a lot of luggage.

FL024485

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
Yutaka Tamada
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Negative form.

Smith has not arrived at Lancaster.
Smith does not have a lot of luggage.

Interrogative form.

Has Smith arrived at Lancaster?
Does Smith have a lot of luggage?

b) the form of Past Participle

Most learners also have learnt the form of past participle. However, it is very difficult for them to master it, because there are various kinds of irregular forms. In this mean, it is important for them to learn it again in high school.

USAGE

According to A Communicative Grammar of English (1994, p. 69), there are four uses of the present perfect:

a) past event with results in the present time.
b) indefinite event(s) in a period leading up to the present time.
c) habit in a period leading up to the present time.
d) state leading up to the present time.

A student's Grammar of the English Language (1990, p. 51) explains the concept of the "aspect" as following:

> ASPECT is a grammatical category that reflects the way in which the meaning of a verb is viewed with respect to time. We recognize two aspects in English, the perfect and progressive, which may combine in a complex verb phrase, and marked for present or past tense. When learners study the Present Perfect, it is important for them to understand that the past events, habit or state is leaded up to the present time.

HOW HAVE JAPANESE TEACHERS TAUGHT JAPANESE LEARNERS THE PRESENT PERFECT?

PROBLEM FOR JAPANESE HIGH SCHOOL LEARNERS.

When Japanese high school learners study the Present Perfect, they may find the concept of "aspect" the most difficult. In Japanese, there is no distinct form to express the Present Perfect. When they express it in Japanese, they add some special forms before or after the past or progressive form of verb. For example;

a) past event with results in the present time.

→ learners have to infer whether speaker expresses the past event or past event with
results in the present time.

English: The bus has arrived. (i.e. it's now here)

⇓ ⇓

Japanese: Basu-ga tsui-ta.

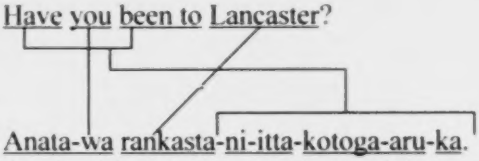
Direct translation ⇓ ⇓

from Japanese: The bus arrived.(past event? or past event with results in the present time?)

b) indefinite event(s) in a period leading up to the present time.

→ learners add the meaning of "experience" after the past form of verb.

English: Have you been to Lancaster?



Japanese: Anata-wa rankasta-ni-itta-kotoga-aru-ka.

Japanese high school learners may understand this meaning as following way;

(1) Japanese: Anata-wa rankasta-ni itta-ka.⇒ English: Did you go to Lancaster?

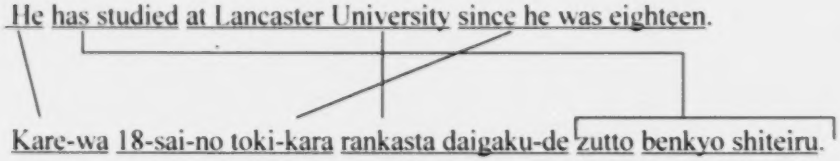
(2) adding "kotoga-aru" (the meaning of "experience") after the past form of verb" -ni-itta"

(1)+(2) → Have you been to Lancaster?

c) habit in a period leading up to the present time.

→ learners add the meaning of "continuity" before the present progressive form of verb.

English: He has studied at Lancaster University since he was eighteen.



Japanese: Kare-wa 18-sai-no toki-kara rankasta daigaku-de zutto benkyo shiteiru.

(1) Japanese; Kare-wa 18-sai-no toki-kara rankasta daigaku-de benkyo shiteiru.

⇓

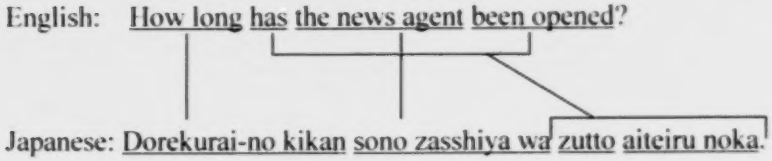
English; He is studying at Lancaster University since he was eighteen.

(2) adding "zutto" (the meaning of "continuity") before the present progressive form of verb "benkyo shiteiru"

(1)+(2)→ He has studied at Lancaster University since he was eighteen.

(d) state leading up to the present time.

→ learner add the meaning of "continuity" before the present form of verb.



(1) Japanese: Dorekurai-no kikan sono zasshiya-wa aiteiru noka.

⇓

English: How long is the news agent open?

(2) adding "zutto" (the meaning of "continuity") before the present form of verb "aiteiru".

(1)+(2)→ How long has the news agent been opened?

As these examples indicate, it is necessary for Japanese high school learners to combine the Present, Past, and Present Progressive form of Japanese grammar to understand the English Present Perfect. In other words, it is possible to say that they have to break their Japanese grammar in pieces and reform to understand the English Present Perfect.

HOW HAVE JAPANESE ENGLISH TEACHERS TRADITIONALLY TAUGHT JAPANESE LEARNERS THE PRESENT PERFECT?

As a conclusion of discussion of the first "how", it is necessary to comment on how Japanese English teachers have traditionally taught Japanese learners the Present Perfect.

Normally, Japanese learners learn the Present Perfect in the third grade in the junior-high school (i.e. 14-15 years old, their third year of learning English). They had already learnt the three tenses, the Passive voices, and the Present Progressive aspect before learning the Present Perfect. It is possible to say that so far they have been able to understand English without serious problems, because they also had the three tenses and the Passive voices, and the Present Progressive in their native language (Japanese), and they had only to transfer their knowledge of Japanese grammar into the English one. As the result, most of them have not thought that English was very difficult.

However, when they start to learn the Present Perfect, most of them get confused about the concept of "perfect aspect", because they recognise the big difference between Japanese and English grammar system for the first time. On the other hand, even though teachers know that they have to teach learners as carefully and clearly as possible because of its complexity, it seems very difficult to teach the Present Perfect

clearly. This is because they do not have enough classes to teach carefully (there are only three classes a week), and they have to make learners prepare for the entrance examination of high school. Hence, they sometimes do not teach the concept of aspect because of lack of time.

For example, teachers sometimes simplify the rule of the Present Perfect; they explain that there are four kinds of meanings in it such as the perfect, experience, unfinished past, and the result, and then, they may present some key adverbs used with the Present Perfect (e.g. the perfect- just, already, and yet, the experience- ever, and never, etc.) and make them practice. In the practice stage, teachers mainly use slot-filling or multiple question based on form. This is all that teachers can do in the limited class time in junior-high school.

There are some advantages in such a simplified way of teaching. Firstly, it seems easy for learners to memorise the rule. It is because teachers simplify the rule and sometimes do not teach the complicated area (e.g. the concept of "aspect"). In other words, it sometimes happens that they explain learners that the meaning of the Present Perfect is decided by the adverb such as just, already, yet, never, ever, since, and for.

Secondly, learners can answer the question very quickly. This is because they remember the form and meaning, and they do not think about the context when they answer the question. For example, if there is a word "already" in a sentence, they can judge easily that the sentence is the perfect aspect .

There are, of course, disadvantages in this way of teaching. Firstly, the most serious problem is "Can they really master the Present Perfect in such a way?" They learn only the form and four kinds of meaning with some key adverbs. It seems to me that they may be able to answer the slot-filling practice or other non-context-based practice, but neither can they use it in speaking nor in a real world.

Secondly, it seems very difficult for learners to relate the Present Perfect to the other tenses or aspects such as the relationship among the Present Perfect, the Past, Past Perfect, and the Present Prefect Progressive. This may be caused by the things that learners do not learn the concept of aspect, neither do they learn the Present Perfect focused on meaning or context. Therefore, many Japanese high school learners can not use the Present Perfect even though they have learnt in junior-high school.

In this section, I have discussed the complexity of the Present Perfect for Japanese learners and how they have been taught by teachers. Judging from the discussion, it seems to me that many learners enter the high school (more than 95% of junior-high school students enter the high school) without clear knowledge about the Present Perfect. Hence, it is necessary for teachers to teach it again in the high school. The following section will discuss how the Present Perfect should be taught to them.

HOW THE PRESENT PERFECT SHOULD BE TAUGHT?

In general, most of Japanese high school students do not like grammar and have problems in learning grammar. It seems to me that there are following reasons;

a) they have learnt grammar imperfectly.

b) they have learnt grammar focused mainly on form.

c) they did not enjoy learning grammar.

a) and b) indicate that they have not had enough time to learn grammar because of the time restriction as I mentioned in previous section. c) indicates that teachers have not taught grammar in a communicative way. Perhaps, few students feel joy when they listen to their teachers' grammar lecture only.

In this section, I will consider the another way of grammar teaching; a communicative way of grammar teaching. In order to do so, I will discuss the following things in turn;

a) what are the elements of grammar?
b) teaching order.
c) what kind of things do I have to think of doing a classroom activity?

a) WHAT ARE THE ELEMENTS OF GRAMMAR?

When learners learn foreign language, it is effective that they do it through training four kinds of skills; listening, speaking, reading, and writing. Ur (1988, p. 6) suggests all these elements in the Table 1.

It would, of course, be the best if teachers can teach English through training every kind of skill mentioned above, but some teachers concentrate on some areas and neglect the others because of the time restriction Ur (1988, p. 6) also suggests; "it is important to keep a balance, taking into account, of course, the needs of the particular class being taught." This suggestion should be always considered.

ASPECTS OF THE TEACHING/LEARNING OF STRUCTURES

	Form	Meaning
Listening	Perception and recognition of the spoken form of the structure	Comprehension of what the spoken structure means in context
Speaking	Production of well-formed examples in speech	Use of the structure to convey meanings in speech
Reading	Perception and recognition of the written form	Comprehension of what the written structure means in context
Writing	Production of well-formed examples in writing	Use of the structure to convey meanings in writing

Table 1

b) TEACHING ORDER

It is very important for all teachers to think about the teaching order before the class. If the teaching order is appropriate for the learners, they can learn effectively. Otherwise, they will get confused and will not understand what teachers explain. Table 2 shows several types of teaching orders and they will be discussed in turn.

(1) Conventional teaching model by Byrne (1976)

According to Johnson (1996, p. 103);

> In the conventional 'PPP' teaching model, new language is first *presented* to students; it is then *practised* (*drilled, manipulated* are also common terms), and students are then allowed to *produce* in a more or less 'free way'

It is true that many teachers in Japan have adopted this model in English grammar teaching. On the one hand, they have emphasised more the first two Ps than the final P. It is because many of them wanted to emphasise the final P, but they did not have enough time to do it. On the other hand, some teachers consider the final P in the way

Conventional Byrne (1976)	Ur. (1988)	Johnson (1996)
Presentation	Presentation	Declarative knowledge
⇓	⇓	⇓
Practice	Isolation and explanation	Procedural knowledge
⇓	⇓	or
Production	Practice	Procedural knowledge
	⇓	⇓
	Test	Declarative knowledge

Table 2 Teaching Order

that Johnson (1996, p 171) points out;

> The final P was considered all but unnecessary because something that had been explained and drilled in class would, it was believed, make its own way into the learner's use outside class- transfer from inside to outside class would occur.

However, it is very difficult for Japanese learners to transfer the activity in classroom to outside the classroom, because in Japan, there are few opportunities to use English in a real world. Hence, it seems to me that teachers should treat the final P as the important activity in classroom for language acquisition.

(2) Ur's (1988) model

Ur presents four stages of grammar teaching. The Presentation stage is the same as the conventional one, and also the Isolation and explanation stage seem to be the same as the Presentation stage in the conventional one. It is because, in the Isolation and explanation stage, there is no learners' own activity. They just listen to teachers' explanation to understand a grammar structure. In the practice stage, Ur (1988, pp. 8-9) express the aim of this stage:

> ...to cause the learners to absorb the structure thoroughly or to put it another way to transfer what they know from short-term to long-term memory.

According to this expression, it is possible to say that the second and final P in the conventional model are included in Ur's Practice stage.

However, it is somewhat unnatural to separate 'Test' stage from other stages. It seems to me that it's aim, " to provide feedback" Ur (1988, p. 9), should be also included in other stages. If teachers get feedback at the 'Test' stage for the first time, they can not find whether learners understand or not until they move to the final stage. In this case, it can happen that teachers move from one stage to the next even though learners do not understand what they teach. Therefore, it is necessary for teachers to get feedback in every stage to check whether learners understand or not.

(3) Johnson's (1996) model

Johnson introduces two kinds of learning stage with the combination of the Declarative and the Procedural knowledge. According to Longman Dictionary of Language Teaching & Applied Linguistics (1992, p. 97):

> declarative knowledge - information that consists of consciously known facts, concepts or ideas that can be stored as PROPOSITIONS.
> procedural knowledge - knowledge concerning things we know how to do but which are not consciously known.

Johnson (1996) also treats the first P in the conventional model as the stage concerned with the process of declaratization, and treats the second and final P as the stage associated with the proceduralization. Hence, his DECPRO model (DEC - declarative knowledge, PRO - procedural knowledge) is the same stage as the conventional model. In contrast, in a PRODEC model "learners internalize language in a procedural form" (Johnson, 1996, p. 131) and then, they study the declarative knowledge as concrete examples.

Judging from this discussion, it is possible to say that both Ur's and Johnson's DECPRO model conform to the conventional model. In other words, the conventional model has influenced other two models and they have developed in different ways. Johnson's (1996) PRODEC model is, however, different from the conventional model. It is possible to say that this model is closer to the real world than the other models. That is to say that in the real world, when people are talking each other, nobody teaches the grammar or does the slot-filling practices etc. In this case, learners do not learn any

declarative knowledge including grammar system until they finish learning the procedural knowledge. Hence, it is possible for learners to learn language as if they were in a real world.

However, it is doubtful that this teaching model is effective in Japanese high school. There are two reasons.

Firstly, most of Japanese high school learners get confused about the English grammar, because they have learnt grammar separated from the context or meaning. As a result, they can not use their grammar knowledge in context-focused or meaning-focused practices.

Secondly, it is suspicious that Japanese high school learners can understand the procedural knowledge before learning the declarative knowledge. In a PRODEC model, learners are required to participate in the procedural activity. However, they are not accustomed to doing that activity because of their lack of experience, and many of them have problem in grammar as I mentioned before. It is very difficult for such learners to participate in the unusual procedural activity.

Hence, most of them, perhaps, prefer a DECPRO model (the same type as conventional PPP model) to a PRODEC model. If I use a DECPRO teaching model, it is possible to include most of the elements mentioned in Table 1, and even if learners have never experienced that procedural activity, it is possible for them to be able to participate in that activity easily. This is because this declarative knowledge that they learn first can decrease learners' anxiety to participate in the next stage, the procedural activity.

(c) WHAT KINDS OF THINGS DO I HAVE TO THINK TO DO A CLASSROOM ACTIVITY?

In the previous section, I have discussed the teaching order and realised that a DECPRO model of teaching seemed appropriate for Japanese high school learners.

In the declarative stage, at first, it is effective to use the Figure 1 (From A Communicative Grammar of English, 1994, p. 80) to make learners understand the difference between tense and aspect. When I used the similar table and presented Japanese high school learners in 1990, most of student could understand the difference between the Past tense and the Present Perfect aspect.

After using the Figure 1, it is possible to explain the Present Perfect focused mainly on form (e.g. have[has] + pàst participle, four meanings, declarative, negative, and interrogative form of the sentence, and some adverbs used with the Present Perfect).

Before moving to the procedural stage, it is necessary to get feedback from learners on whether they have understood or not. It is possible to say that the most difficult thing in the Present Perfect is to understand the difference between the Present Perfect aspect and the Past tense. Therefore, it may be necessary to explain it many times depend on their degree of understanding.

In the procedural stage, it seems to me that task-based group work is the most effective way of teaching. As to the task, it is helpful to use the Ur's (1988:, p.17) explanation;

> The task the learners are asked to do may be overtly language-based ('Give me some examples of "yes/no" questions') or apparently non-linguistic, producing use of the

structure as a natural by-product ('Guess what I'm thinking of').

Tense and aspect

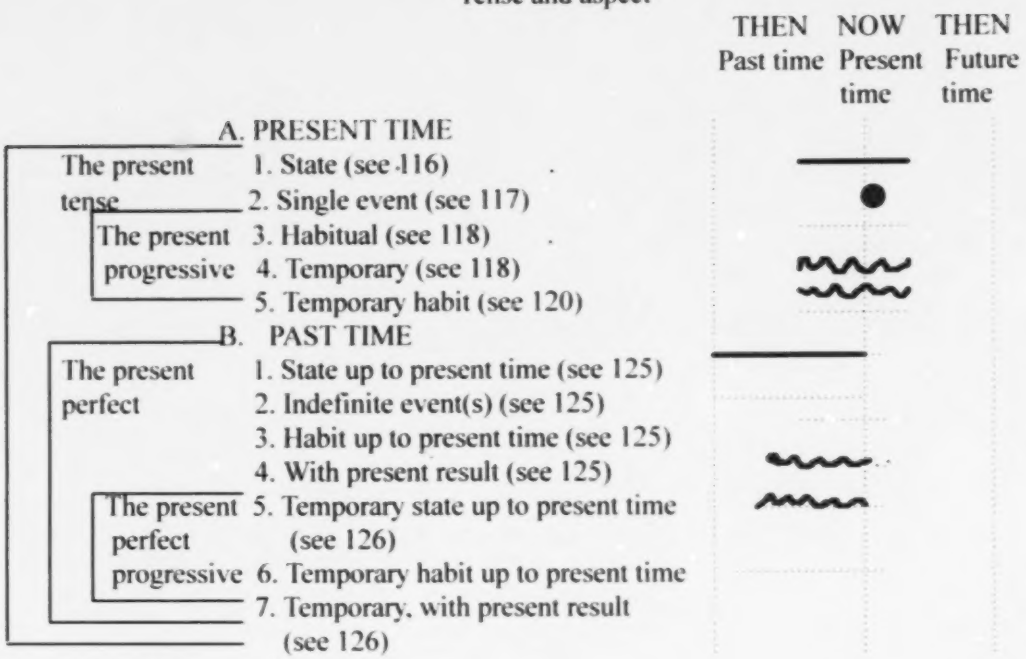

THEN
Past time
NOW
Present time
THEN
Future time
A. PRESENT TIME
The present tense
1. State (see 116)
2. Single event (see 117)
The present progressive
3. Habitual (see 118)
4. Temporary (see 118)
5. Temporary habit (see 120)
B. PAST TIME
The present perfect
1. State up to present time (see 125)
2. Indefinite event(s) (see 125)
3. Habit up to present time (see 125)
4. With present result (see 125)
The present perfect progressive
5. Temporary state up to present time (see 126)
6. Temporary habit up to present time
7. Temporary, with present result (see 126)

Figure 1

The aim to do the task is to motivate learners to use the language that they have learnt. In particular, in Japan, it is very important to use the language in the classroom, because there are few opportunities to use it outside the classroom. However, it is worth bearing in mind the following issues.

Firstly, the objective of task should be clear. In this stage, a clear objective is the key for success that learners can participate in the activity. If they don't understand the objective of the task or teachers don't give them a clear instruction, they will get confused and will not participate in the activity.

Secondly, the task should interest learners. It is related to learners' motivation. If they are not interested in the task, they do not participate in it actively. As to the interest, there are four factors to be considered.

(1) Topic

Topic is a very important factor. Topic should be decided according to the learners' age, level, interest etc. For example, if Japanese high school learners do the task, current topic, life, culture, custom, sports, fashion, travel and so on will interest them.

(2) Visual-aids

It is not directly related to the task, but it is also an important factor. It is possible to say that the visual-aids help them to familiarise the task or make the task easier.

(3) Complexity

Skehan (1994,pp. 191-192) describes it in detail;

Code complexity
- linguistic complexity and variety
- vocabulary load and variety
- redundancy
- density

Communicative stress
- time limits and time pressure
- speed of presentation
- number of participants
- length of texts used
- type of response
- opportunities to control interaction

Cognitive complexity

Cognitive processing
- information organisation
- amount of 'computation'
- clarity of information given
- sufficiency of information given
- information type

Cognitive familiarity
- familiarity of topic and its predictability
- familiarity of discourse genre
- ease of relationship to background knowledge
- familiarity of task

Although it is difficult to decide the degree of complexity, it should be done through the feedback or interviewing the learners and the complexity should be acceptable for them.

(4) Activeness

It is related to how tasks activate learners. For example, information-gap, or opinion-gap tasks can make information or opinion transfer from speaker to hearer. It helps them to do the task actively. Open-ended question tasks allow learners to choose various answers. It may give them more opportunities to produce language. Therefore, if the task is active one, possibly, learners will participate in it actively.

As to the group work, it is clearly effective for language learning. According to Long, and Porter (1985, pp. 208-212), there are five advantages for the group work;

1) Group work increases language practice opportunities
2) Group work improves the quality of student skills
3) Group work helps individualize instruction
4) Group work promotes a positive affective climate
5) Group work motivates learners

These advantages may be applicable in many cases, however, it is also necessary to consider how non-motivated students should be treated. If learners understand the Present Perfect in the declarative stage, they will easily move to the procedural stage, but if they do not understand it, it will be difficult for them to participate in the group work actively because of their lack of confidence and motivation.

If these things are born in mind, the group work will be very effective in the task-based activity.

PROBLEMS

It may be true that the group work is useful for communicative way of teaching. However, there are several restrictions and problems to do this in high school. For example, Japanese teachers must follow the teaching guideline decided by the government, and each school has its own objective to teach students. It is also necessary for teachers to consider the other classrooms. This is because most Japanese classrooms are made only for a lecture-typed class. It means that the sound or noise that students make will easily be heard by other students or teachers in other classrooms because of the structure of classrooms. If they make noise during their group works, students and teachers in other classrooms will be annoyed at the noise that they make. Therefore, it is possible to say that the structure of Japanese classroom is not quite suitable to do the task-based group work. Moreover, many high school teachers do not have many experiences to do the task-based activity and students do not get accustomed to it. Hence, when teachers do this activity in the class for the first time, many of students will get confused.

LESSON PLAN

In previous section, I have mentioned some problems. Although I have to take into account these problems, it is useful for me to use the teaching sequence following the DECPRO model. In the DEC stage, it is important to teach learners the form and meaning of the Present Perfect, and to get the feedback. In the PRO stage, it is necessary that I should bear in mind how I make learners do the task actively. In order to do so, I have to consider the content of task and group work.

In this section, I will suggest possible lesson plan for Japanese high school intermediate level. students

At first, it is necessary to map out outline of lesson plan. Table 3 shows this.

In stage 1, presentation about the Present Perfect is given to the learners. In this stage, it is not necessary to do the group work, because they mainly listen to and take notes of what the teacher says. The important thing in this stage is that the teacher

STAGE	WHAT KIND OF KNOWLEDGE?	GROUP WORK OR WHOLE CLASS?
1. Presentation	Declarative	whole class
⇓	⇓	⇓
2. Practice	Procedural	group work or whole class
⇓	⇓	⇓
3. Production	Procedural	group work

Table 3 Lesson Plan (outline)

should explain the Present Perfect taking into account the difference between English grammar and Japanese one. It is necessary, then, to get the feedback on whether they have understood or not.

In stage 2, it is possible to do the task either in a whole class or a group work. If the task is about the review of the stage 1, they can do it in a whole class. However, if the task is about making a dialogue or listening comprehension, it is better for them to do the task in a group. It is because they have to product what they have learnt in this stage and they can have more opportunities to produce if they do the task in a group. In this stage, it is also important to get the feedback, because it is easy to move on next stage if the teacher can ascertain that they have obtained the declarative knowledge.

In stage 3, it is useful to do the task in a group, because the teacher mainly focus on production, and learners can exploit the advantages of group work pointed out by Long and Porter (1985). In this stage, it is also important that the teacher give learners the task concerned with reading, listening, speaking, and writing skill.

Finally, I will present a model lesson plan to teach the Present Perfect for Japanese high school learners in Appendix.

CONCLUSION

In this essay, I have discussed the state of affairs of English language teaching in Japan and discussed other useful teaching methods. Consequently, I have adopted the DECPRO model. It is true that some problems has raised for implication of this teaching method. However, it is necessary for teachers to do this DECPRO model as possible as they can. It is because that this activity will motivate Japanese high school students to study English grammar more actively and ,possibly, they will like to learn English.

REFERENCES

Bygate, M., A. Tonkyn, and E. Williams (1994) Grammar and the Language Teacher, London, Prentice Hall.

Byrne, D. (1976) Teaching Oral English, London, Longman.

Greenbaum, S., R. Quirk, G. Leech, and J. Svartvik (1990) A Student's Grammar Of The English Language, London, Longman.

Johnson, K. (1996) Language Teaching & Skill Learning, Oxford, Blackwell.

Leech, G., and J. Svartvik (1994) A Communicative Grammar of English, London, Longman.

Long, M.H., and P.A. Porter (1985) 'Group work, Interlanguage talk, and Second Language Acquisition', TESOL QUARTERLY, 19, 2, 207-228.

Richards, J.C., J. Platt, and H. Platt (1992) Dictionary of Language Teaching & Applied Linguistics, London, Longman.

Skehan, P. (1994) 'Second Language Acquisition Strategies, Interlanguage Development and Task-based Learning', in Bygate, Tonkyn, and Williams.

Ur, P. (1988) Grammar Practice Activities, Cambridge, CUP.

APPENDIX

LESSON PLAN OF THE PRESENT PERFECT.(4 English classes a week each class is 50 minutes long)

1st hour - Presentation of the Present Perfect

2nd - Presentation of the
1) habit in a period leading up to the present time.
2) state leading up to the present time.

3rd - Presentation of the
1) past event with results in the present time.
2) indefinite event(s) in a period leading up to the present time.

4th - Review

LESSON PLAN in detail (each class)

1ST HOUR
Class: 1st grade in high school
Member: 40 students (20 boys and 20 girls)
Purpose of this class:
1) make students be aware of the difference between Japanese and English grammar.
2) make students understand the form of the Present Perfect.
3) make students find how the Present Perfect is used in a real world (newspaper).
Procedure

TIME (min.)	STAGE and (KNOWLEDGE)	ACTIVITY	SKILL
0- 5		• Calling the roll	
5-20	Presentation (Declarative)	•Present the Present Perfect - give students a handout of the Present Perfect.(Figure 1) - make students understand the difference between Japanese and English grammar. •Present the students the form of the Present Perfect.	Writing Listening

		- make students understand the auxiliary verb "have".	
20-30	Practice (Procedural)	•make students practice the slot-filling practice - make students get used to the form of the Present Perfect.	Writing
30-45	Production (Procedural)	•Group work (game); Looking for the Present Perfect. Material; English newspaper. Procedure; 1) ask students make groups of five 2) tell them that they can get 1 point per sentence that they have found. and the winner can get a reword from teacher. 3) give each group one copy of news-paper and ask all students look for the sentence including the Present Perfect. (7 minutes) 4) after 7 minutes, ask them decide one spokesperson in each group and ask him/her read all sentences that his/her group has found.	Reading Speaking Listening Writing
45-50		•Recognition & Review notice for next class.	

2ND HOUR

Class: 1st grade in high school

Member: 40 students (20 boys and 20 girls)

Purpose of this class:

1) make students understand the form of
   a - habit in a period leading up to the present time with some adverbs (e.g. ever, never etc.)
   b - state leading up to the present time with some adverbs (e.g. since, for)
2) make students familiarise the use of the Present Perfect through group activity.

Procedure

TIME (min.)	STAGE and (KNOWLEDGE)	ACTIVITY	SKILL
0- 5		• calling a roll	

5-20	Presentation (Declarative)	• Present the two kinds of usage of the Present Perfect. - make students understand the form with some adverbs, and meaning - make students understand how to change their Japanese grammar system to understand the English Present Perfect.	Writing Listening
20-30	Practice (Procedural)	• Practice the two kinds of usage of the Present Perfect - make students practice the slot-filling practice - make students get used to the form of the Present Perfect	Writing
30-45	Production (Procedural)	• Pair work: interview - give all students interview sheets (Figure 2). - teach them how to ask, how to answer - make them make a pair and have an interview with each other in tern. - after they have finished interviews, teacher ask them about each place in the interview sheet. (e.g. whether they have ever been there or not. how long they have been there etc.)	Speaking Listening
45-50		•Review - notice for next class	

Figure 2 Interview sheet

NAME.....

PLACE	YES/NO	DURATION
1. Mt. Fuji		
2. Tokyo Disney Land		
3. Hokkaido		

4. Kyoto

5. Hiroshima

6. Kamikochi

7. Nagasaki

8. Okinawa

9. Hawaii

10. Any foreign countries — Place ..... Duration .....

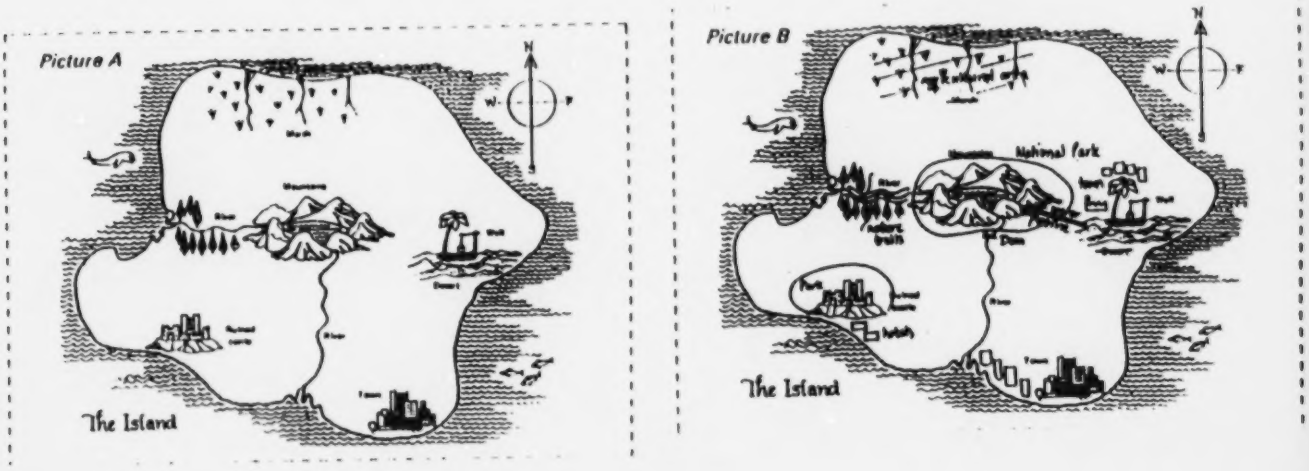
3RD HOUR
Class: 1st grade in high school
Member: 40 students (20 boys 20 girls)
Purpose of this class:
1) make students understand the form of
a) indefinite event(s) in a period up to the present time with some adverbs (e.g. yet, already, just etc.)
b) past event with results in the present time
2) make students familiarise the use of the Present Perfect through group activity.

Procedure

TIME (min.)	STAGE and (KNOWLEDGE)	ACTIVITY	SKILL
0- 5		• Calling a roll	
5-20	Presentation (Declarative)	• Present the two kinds of usage of the Present Perfect. - make students understand the form with some adverbs, and meaning. - make students understand how to change their Japanese grammar system to understand the English Present Perfect.	Writing Listening
20-30	Practice	• Practice the two kinds of usage of	Writing

	(Procedural)	the Present Perfect. - make students practice the slot-filling practice. - make students get use to the form of the Present Perfect.	
30-45	Production (Procedural)	• group work - give each group two pictures (Figure 3) - ask them to discuss what has not happened in the first picture, relative to the second, and what has now happened in the second - ask them to write down the result of the discussion - ask each group to present the result of discussion.	Speaking Writing Listening
45-50		• Review - notice for next class	

Figure 3 (From Ur, P, 1988, p. 199)



4TH HOUR

Class: 1st grade in high school

Member: 40 students (20 boys and 20 girls)

Purpose of this class

1) make students review all usage of the Present Perfect.
2) make students familiarise all usage of the Present Perfect through group activity.

Procedure

TIME (min.)	STAGE and (KNOWLEDGE)	ACTIVITY	SKILL
0- 5		• Calling a roll	
5-25	Presentation (Declarative)	• Present all usage of the Present Perfect and review the difference between Japanese and English grammar with - Figure 1.	Listening
		• Present all usage of the Present Perfect by students - ask students to write down all usage of the Present Perfect as much as possible	Writing
25-45	Production	• Group work - introduce myself to students and give information about myself - ask each group to describe my history with the Present Perfect. (students can make my history either following the given information or freely. - ask each group present my history	Speaking Writing Listening
45-50		• Review -notice for next class	